



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2009  
Code: 10881285  
SAU: Lewiston School Department  
School: Lewiston Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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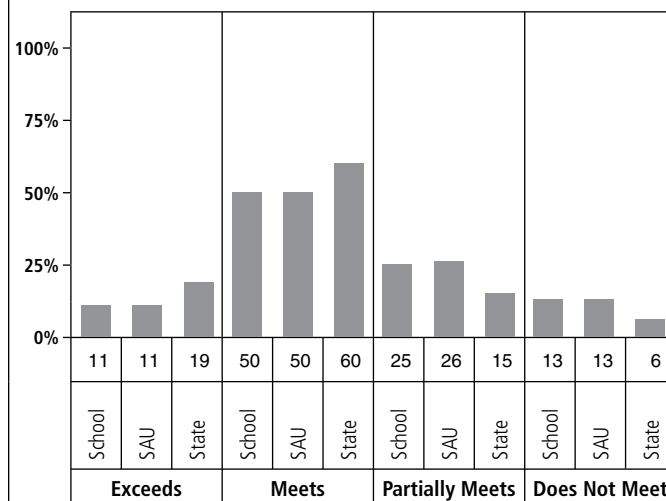
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 7  
SAU: Lewiston School Department  
School: Lewiston Middle School

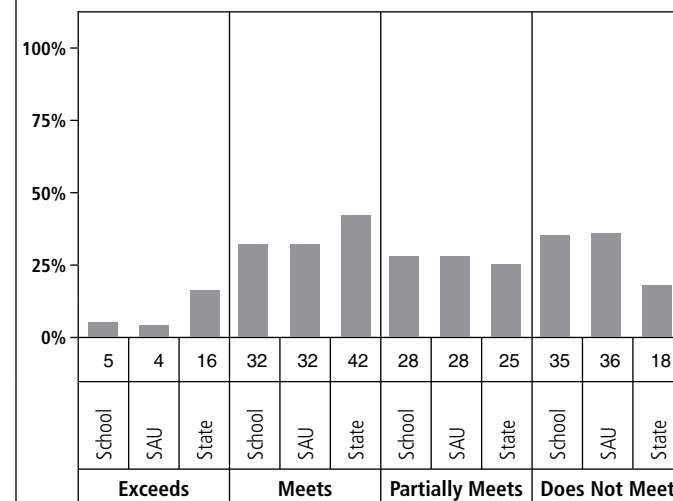
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	745	745	748
2007–2008	745	745	750
<b>2008–2009</b>	<b>746</b>	<b>746</b>	<b>751</b>
Cum. Avg.*	745	745	750
<b>Mathematics</b>			
2006–2007	736	736	742
2007–2008	733	733	743
<b>2008–2009</b>	<b>736</b>	<b>735</b>	<b>745</b>
Cum. Avg.*	735	735	743

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 7  
SAU: Lewiston School Department  
School: Lewiston Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	335	100	342	100	14446	100	335	100	342	100	14316	99	335	100	342	100	14322	99						
<b>Ethnicity</b> African American/Black	69	21	69	20	432	3	69	100	69	100	416	97	69	100	69	100	421	98						
American Indian or Native Alaskan	3	1	3	1	124	1	3	100	3	100	121	98	3	100	3	100	122	99						
Asian or Pacific Islander	7	2	7	2	260	2	7	100	7	100	255	98	7	100	7	100	259	100						
Hispanic	7	2	7	2	147	1	7	100	7	100	144	99	7	100	7	100	144	99						
Caucasian/White	249	74	256	75	13483	93	249	100	256	100	13380	99	249	100	256	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	62	19	69	20	2428	17	62	100	69	100	2391	99	62	100	69	100	2391	99						
<b>Current LEP</b>	58	17	58	17	334	2	58	100	58	100	318	95	58	100	58	100	328	98						
<b>Economically disadvantaged</b>	204	61	210	61	5498	38	204	100	210	100	5431	99	204	100	210	100	5436	99						
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	256	76	259	76	11742	81	256	76	259	76	11754	81						
Identified disability (PET/IEP)	22	9	25	10	367	3	22	9	25	10	365	3						
LEP	17	7	17	7	168	1	17	7	17	7	169	1						
504 plan	1	0	1	0	183	2	1	0	1	0	187	2						
<b>Participation with accommodations</b>	75	22	78	23	2367	16	75	22	78	23	2366	16						
Identified disability (PET/IEP)	36	48	39	50	1819	77	36	48	39	50	1824	77						
LEP	39	52	39	50	143	6	39	52	39	50	154	7						
504 plan	3	4	3	4	84	4	3	4	3	4	80	3						
Other	0	0	0	0	358	15	0	0	0	0	346	15						
<b>Participation through alternate assessment (PAAP)</b>	4	1	5	1	205	1	4	1	5	1	202	1						
Identified disability (PET/IEP)	4	100	5	100	205	100	4	100	5	100	202	100						
LEP	2	50	2	40	5	2	2	50	2	40	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	33	0	0	0	0	0	32	0						
<b>Non-participation – other</b>	0	0	0	0	97	1	0	0	0	0	92	1						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 7  
SAU: Lewiston School Department  
School: Lewiston Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	58	17	58	17	2630	18
	2007-2008	34	10	34	10	2604	18
	<b>2008-2009</b>	<b>37</b>	<b>11</b>	<b>37</b>	<b>11</b>	<b>2618</b>	<b>19</b>
	Cum. Total*	129	13	129	13	7852	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	153	45	155	45	7605	51
	2007-2008	184	54	185	53	8049	55
	<b>2008-2009</b>	<b>167</b>	<b>50</b>	<b>168</b>	<b>50</b>	<b>8484</b>	<b>60</b>
	Cum. Total*	504	50	508	49	24138	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	61	18	62	18	3000	20
	2007-2008	70	20	73	21	2672	18
	<b>2008-2009</b>	<b>84</b>	<b>25</b>	<b>88</b>	<b>26</b>	<b>2108</b>	<b>15</b>
	Cum. Total*	215	21	223	22	7780	18
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	69	20	69	20	1620	11
	2007-2008	54	16	56	16	1190	8
	<b>2008-2009</b>	<b>43</b>	<b>13</b>	<b>44</b>	<b>13</b>	<b>899</b>	<b>6</b>
	Cum. Total*	166	16	169	16	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	30.7	54.8	30.5	54.5	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	10.6	53.0	10.5	52.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	20.1	55.8	20.0	55.6	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 7  
 SAU: Lewiston School Department  
 School: Lewiston Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	331	37	11	167	50	84	25	43	13	746	337	11	50	26	13	746	14109	19	60	15	6	751
<b>Ethnicity</b>																						
African American/Black	67	2	3	22	33	18	27	25	37	737	67	3	33	27	37	737	409	11	49	22	18	744
American Indian or Native Alaskan	3										3						117	12	53	19	16	746
Asian or Pacific Islander	7	1	14	4	57	2	29	0	0	751	7	14	57	29	0	751	253	24	59	11	6	753
Hispanic	7	0	0	3	43	3	43	1	14	741	7	0	43	43	14	741	142	14	56	17	13	747
Caucasian/White	247	34	14	137	55	60	24	16	6	749	253	13	55	25	7	748	13188	19	61	15	6	751
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	58	0	0	13	22	28	48	17	29	735	64	0	22	50	28	735	2186	2	36	35	27	737
No	273	37	14	154	56	56	21	26	10	748	273	14	56	21	10	748	11923	22	65	11	3	754
<b>Current LEP</b>																						
Yes	56	1	2	18	32	14	25	23	41	735	56	2	32	25	41	735	311	4	41	29	26	739
No	275	36	13	149	54	70	25	20	7	748	281	13	53	26	7	748	13798	19	61	15	6	751
<b>Economically disadvantaged</b>																						
Yes	201	12	6	90	45	65	32	34	17	743	206	6	44	33	17	742	5300	8	58	22	11	746
No	130	25	19	77	59	19	15	9	7	751	131	19	59	15	7	751	8809	25	61	10	4	754
<b>Migrant</b>																						
Yes	0										0						8	13	50	38	0	747
No	331	37	11	167	50	84	25	43	13	746	337	11	50	26	13	746	14101	19	60	15	6	751
<b>Gender</b>																						
Female	168	28	17	91	54	31	18	18	11	749	169	17	54	19	11	749	6993	24	61	11	4	754
Male	163	9	6	76	47	53	33	25	15	743	168	5	46	33	15	742	7116	14	60	18	8	749
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	91	1	1	39	43	34	37	17	19	739	92	1	42	38	18	739	1025	10	53	27	11	745
No	240	36	15	128	53	50	21	26	11	749	245	15	53	22	11	748	13084	19	61	14	6	752
<b>Gifted/talented program</b>																						
Yes	23	14	61	9	39	0	0	0	0	765	23	61	39	0	0	765	676	66	33	1	0	766
No	308	23	7	158	51	84	27	43	14	745	314	7	51	28	14	744	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: Lewiston School Department  
School: Lewiston Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	1	5	7	32	10	45	4	18	740	7	4	29	46	21	738	7	8	48	25	19	743
B. less than one hour	42	17	12	79	57	29	21	14	10	748	42	12	56	22	10	748	52	17	62	15	6	751
C. one to two hours	45	18	12	69	46	42	28	20	13	745	44	12	46	28	13	745	37	23	61	12	4	753
D. more than two hours	6	1	5	12	57	3	14	5	24	743	6	5	57	14	24	743	4	19	53	18	10	750
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	26	17	20	41	48	13	15	15	17	748	26	19	48	16	17	748	30	33	56	7	4	756
B. good	51	19	11	88	52	44	26	18	11	747	51	11	51	27	11	746	49	16	64	14	5	751
C. fair	20	0	0	34	52	24	37	7	11	742	20	0	52	38	11	741	19	5	59	26	10	745
D. poor	3	0	0	4	40	3	30	3	30	739	3	0	40	30	30	739	3	3	45	32	21	740
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	28	16	17	55	59	19	20	3	3	751	29	17	59	21	3	750	33	24	62	10	3	754
B. They match some of what I have learned.	55	20	11	94	53	45	25	20	11	747	55	11	52	26	12	746	52	18	62	15	5	751
C. They match just a little of what I have learned.	13	1	2	15	36	16	38	10	24	740	13	2	35	40	23	740	11	11	54	23	13	746
D. There is no match.	4	0	0	1	8	4	31	8	62	729	4	0	8	31	62	729	3	6	38	29	27	739
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	23	3	4	30	39	20	26	23	30	740	23	4	40	26	30	740	17	16	55	18	12	748
B. about the same as my regular schoolwork	67	30	14	118	54	57	26	14	6	748	67	13	53	27	7	748	65	19	62	14	5	752
C. easier than my regular schoolwork	10	4	12	18	53	7	21	5	15	746	10	11	51	23	14	746	17	22	60	13	5	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	6	14	13	31	23	55	731	13	0	14	31	55	731	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	60	23	12	102	52	55	28	16	8	747	61	12	51	29	9	747	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	27	14	16	54	62	15	17	4	5	751	27	16	63	17	5	751	38	28	60	9	3	756
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	52	21	12	78	46	44	26	27	16	745	51	12	45	26	16	745	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	43	16	11	81	57	34	24	12	8	748	44	11	56	25	8	747	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	6	38	6	38	4	25	739	5	0	38	38	25	739	5	9	51	26	15	744
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	19	9	14	31	49	11	17	12	19	746	19	14	48	19	19	746	21	27	57	11	5	755
B. 20 minutes to an hour	51	24	14	85	51	43	26	16	10	747	50	14	50	26	9	747	45	22	62	12	4	753
C. less than 20 minutes	13	2	5	20	45	16	36	6	14	743	13	5	45	36	14	743	13	13	61	17	8	749
D. I rarely read at home.	17	2	4	31	56	14	25	8	15	744	18	3	54	27	15	743	21	7	59	24	11	746
<b>Optional school/SAU question</b>																						
A.	30	0	0	2	33	3	50	1	17	735	29	0	33	50	17	735						
B.	15	0	0	1	33	1	33	1	33	739	14	0	33	33	33	739						
C.	10	0	0	2	100	0	0	0	0	757	14	0	67	33	0	749						
D.	45	1	11	5	56	1	11	2	22	745	43	11	56	11	22	745						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 7  
SAU: Lewiston School Department  
School: Lewiston Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	36	10	36	10	2142	14
	2007-2008	16	5	16	5	2028	14
	<b>2008-2009</b>	<b>15</b>	<b>5</b>	<b>15</b>	<b>4</b>	<b>2220</b>	<b>16</b>
	Cum. Total*	67	7	67	6	6390	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	121	35	121	35	5642	38
	2007-2008	100	29	100	28	5703	39
	<b>2008-2009</b>	<b>107</b>	<b>32</b>	<b>107</b>	<b>32</b>	<b>5879</b>	<b>42</b>
	Cum. Total*	328	32	328	32	17224	40
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	71	21	72	21	4077	27
	2007-2008	106	31	107	30	3733	26
	<b>2008-2009</b>	<b>94</b>	<b>28</b>	<b>95</b>	<b>28</b>	<b>3537</b>	<b>25</b>
	Cum. Total*	271	27	274	26	11347	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	116	34	118	34	3001	20
	2007-2008	124	36	129	37	3054	21
	<b>2008-2009</b>	<b>115</b>	<b>35</b>	<b>120</b>	<b>36</b>	<b>2484</b>	<b>18</b>
	Cum. Total*	355	35	367	35	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	24.1	43.0	23.9	42.7	29.9	53.4
<b>A. Number</b>	<b>14</b>	<b>25</b>	6.3	45.0	6.3	45.0	7.7	55.0
<b>B. Data</b>	<b>16</b>	<b>29</b>	6.2	38.8	6.2	38.8	8.1	50.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	5.6	46.7	5.6	46.7	6.9	57.5
<b>D. Algebra</b>	<b>14</b>	<b>25</b>	5.9	42.1	5.9	42.1	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 7  
 SAU: Lewiston School Department  
 School: Lewiston Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	331	15	5	107	32	94	28	115	35	736	337	4	32	28	36	735	14120	16	42	25	18	745
<b>Ethnicity</b>																						
African American/Black	67	2	3	5	7	16	24	44	66	723	67	3	7	24	66	723	416	5	26	28	41	733
American Indian or Native Alaskan	3										3						119	8	30	31	30	737
Asian or Pacific Islander	7	0	0	4	57	2	29	1	14	739	7	0	57	29	14	739	258	25	43	19	13	750
Hispanic	7	0	0	2	29	3	43	2	29	735	7	0	29	43	29	735	142	8	39	23	30	739
Caucasian/White	247	13	5	96	39	71	29	67	27	739	253	5	38	28	28	738	13185	16	42	25	17	745
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	58	0	0	6	10	13	22	39	67	723	64	0	9	22	69	722	2189	2	17	27	53	728
No	273	15	5	101	37	81	30	76	28	738	273	5	37	30	28	738	11931	18	46	25	11	748
<b>Current LEP</b>																						
Yes	56	0	0	5	9	12	21	39	70	721	56	0	9	21	70	721	323	4	20	28	48	729
No	275	15	5	102	37	82	30	76	28	739	281	5	36	30	29	738	13797	16	42	25	17	745
<b>Economically disadvantaged</b>																						
Yes	201	7	3	41	20	64	32	89	44	731	206	3	20	31	46	730	5308	7	35	30	28	738
No	130	8	6	66	51	30	23	26	20	743	131	6	50	24	20	743	8812	21	46	22	11	749
<b>Migrant</b>																						
Yes	0										0						8	0	50	38	13	742
No	331	15	5	107	32	94	28	115	35	736	337	4	32	28	36	735	14112	16	42	25	18	745
<b>Gender</b>																						
Female	168	10	6	58	35	46	27	54	32	737	169	6	34	27	33	737	6992	16	43	25	16	745
Male	163	5	3	49	30	48	29	61	37	734	168	3	29	29	39	734	7128	15	41	25	19	744
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	91	0	0	10	11	34	37	47	52	727	92	0	11	37	52	727	1024	7	26	36	31	736
No	240	15	6	97	40	60	25	68	28	739	245	6	40	25	29	738	13096	16	43	24	17	745
<b>Gifted/talented program</b>																						
Yes	23	12	52	10	43	1	4	0	0	762	23	52	43	4	0	762	676	68	29	2	0	767
No	308	3	1	97	31	93	30	115	37	734	314	1	31	30	38	733	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: Lewiston School Department  
School: Lewiston Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	1	5	3	14	7	32	11	50	728	7	4	13	29	54	726	7	6	30	28	36	735
B. less than one hour	42	6	4	50	36	43	31	40	29	738	42	4	35	31	30	737	52	16	42	25	17	745
C. one to two hours	45	8	5	46	31	41	28	54	36	735	44	5	31	28	36	735	37	18	44	24	14	747
D. more than two hours	6	0	0	8	38	3	14	10	48	729	6	0	38	14	48	729	4	15	38	24	22	743
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	32	11	10	35	33	28	26	33	31	739	32	10	32	27	31	738	26	35	43	12	9	754
B. good	46	4	3	56	37	48	32	43	28	736	45	3	37	31	29	736	46	13	48	25	15	745
C. fair	18	0	0	15	25	17	29	27	46	730	18	0	25	28	48	729	23	3	32	37	27	737
D. poor	4	0	0	1	7	1	7	12	86	724	4	0	7	7	86	724	5	1	22	37	40	731
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	20	1	1	21	31	21	31	24	36	734	20	1	30	32	36	734	26	23	43	20	13	749
B. They match some of what I have learned.	57	12	6	66	35	56	29	56	29	738	57	6	34	29	31	737	53	15	45	26	15	746
C. They match just a little of what I have learned.	19	2	3	19	30	17	27	26	41	733	19	3	29	26	42	733	17	9	35	32	24	740
D. There is no match.	3	0	0	1	10	0	0	9	90	720	3	0	10	0	90	720	4	7	21	22	51	730
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	50	6	4	51	31	48	29	60	36	734	50	4	31	29	37	734	37	8	40	29	23	740
B. about the same as my regular schoolwork	45	8	5	52	35	41	28	46	31	738	45	5	35	28	32	737	51	16	44	25	15	746
C. easier than my regular schoolwork	5	1	6	4	22	5	28	8	44	733	5	6	22	28	44	733	12	41	35	13	11	755
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	57	7	4	63	34	58	31	57	31	736	57	4	33	31	32	735	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	39	8	6	41	33	34	27	43	34	737	39	6	32	27	35	737	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	2	13	2	13	11	73	725	5	0	13	13	73	725	5	14	27	25	34	738
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	10	0	0	6	18	9	26	19	56	727	10	0	17	29	54	727	8	8	30	29	33	737
B. 30–45 minutes	64	11	5	73	34	58	27	70	33	736	64	5	34	27	34	736	38	13	40	27	20	743
C. 45–60 minutes	21	4	6	27	40	21	31	16	24	739	20	6	39	30	25	738	42	20	45	23	12	748
D. more than 60 minutes	5	0	0	1	6	6	35	10	59	728	5	0	6	35	59	728	12	16	42	25	17	745
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	24	8	10	29	37	21	27	20	26	741	23	10	37	27	26	741	15	19	38	25	19	745
B. two or three days a week	31	2	2	37	36	34	33	30	29	737	31	2	35	32	30	736	31	18	42	24	16	746
C. two or three times a month	16	2	4	16	30	14	26	22	41	732	16	4	29	25	42	731	26	17	43	24	17	746
D. never or almost never	29	3	3	24	26	25	27	42	45	732	29	3	25	27	45	731	28	11	42	27	19	743
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	19	7	11	20	31	14	22	23	36	738	19	11	31	22	37	737	10	12	39	24	24	741
B. two or three days a week	40	3	2	54	41	44	33	32	24	738	39	2	41	33	24	738	22	13	43	26	18	744
C. two or three times each month	22	3	4	18	25	24	33	28	38	734	22	4	24	32	39	733	33	18	44	25	13	747
D. never or almost never	18	2	3	15	25	12	20	32	52	730	19	3	23	20	54	729	35	16	40	25	19	744
<b>Optional school/SAU question</b>																						
A.	30	0	0	1	17	1	17	4	67	727	29	0	17	17	67	727						
B.	15	0	0	0	0	0	0	3	100	718	14	0	0	0	100	718						
C.	10	0	0	2	100	0	0	0	0	754	14	0	67	0	33	737						
D.	45	0	0	3	33	0	0	6	67	722	43	0	33	0	67	722						

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N = Number